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ABSTRACT

This study assessed student satisfaction with college in seven areas: academic programs; student services; campus atmosphere; social activities; career services; academic support; and general satisfaction. A total of 720 randomly selected students at Boise State University (BSU) (Idaho) were surveyed in fall 1996; data from the American College Testing College Outcomes Survey were used to compare BSU students with students at public four-year colleges nationwide. The study found that areas where BSU students were most satisfied related to the academic program, with the highest ratings being given to quality of instruction. The four areas where at least 25 percent of students were dissatisfied included: transfer of course credits from other colleges; flexible degree requirements; financial aid services; and concern for students as individuals. BSU student satisfaction ratings generally differed only slightly from those of other public four-year colleges. Few differences were found between students who were enrolled full-time or part-time. Students who indicated that they intended to stop out or transfer to another college next year were similar in their lack of satisfaction with some aspects of the college centered on feelings of isolation or frustration with degree requirements. Appended are tables of survey data and the survey. (SM)

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Satisfaction with College as Viewed by BSU and Other Four Year College Students

Research Report 99-02

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Boise State University
March, 1999

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Satisfaction with College As Viewed by BSU and Other Four Year College Students

Abstract

This study sought to assess student satisfaction in seven areas: academic programs, student services, campus atmosphere, social activities, career services, academic support, and general satisfaction. Comparisons were made to students at other four-year colleges. In addition, differences in BSU student satisfaction were assessed based on whether students were working or not, attending full- or part-time, and educational plans they had for next year.

Among the findings:

- Students were most satisfied with the areas related to the academic program. They gave the highest ratings to the quality of instruction with 68% indicating they were satisfied or very satisfied and only 10% indicating that they were dissatisfied.

- Four areas stood out as the places where at least 25% of the students indicated they were dissatisfied: transfer of course credits from other colleges to this college (35% dissatisfaction), flexible degree requirements (29% dissatisfaction), financial aid services (27% dissatisfaction), and concern for the student as an individual (26% dissatisfaction)

- BSU satisfaction ratings generally differed only slightly from other public four-year colleges' ratings. Only five areas out of 39 showed large differences with BSU students being less satisfied. The areas were: class size, flexible degree requirements, transfer of course credits from other colleges, sense of belonging on campus, and satisfaction with college in general.

- Students who worked more than half time seemed to have the same academic experience but were less satisfied with student services and the atmosphere of the college.

- Few differences were found depending upon whether the student was enrolled that semester as a full-time (12 or more credits) or part-time (less than 12 credits).

- Students who indicated that they intended to stop out or to transfer to another college next year were similar in their lack of satisfaction with some aspects of the campus. This dissatisfaction centered on a feeling of isolation (lack of informal contact with faculty and a feeling of not belonging) and frustration with degree requirements. Undecided students were surprisingly positive about the college, often surpassing students who planned to re-enroll in their level of satisfaction.

Taken as a whole, these results indicate that BSU is fairly typical of other four-year public institutions in terms of student satisfaction. When dissatisfaction surfaces, it seems to come from students who are trying to juggle large workloads with school and is reflected in student services and the campus environment in general. Students who indicate they might leave could probably be helped by more personal attention both from faculty and from those who could guide them through fulfilling their degree requirements. A further look into what dissatisfaction with the flexibility of degree requirements actually means could also be useful.

Satisfaction with College As Viewed by BSU and Other Four Year College Students

Satisfaction is a nebulous and often overlooked concept in assessing higher education outcomes. Astin (1993, p. 273) defines student satisfaction as covering "the student's subjective experience during the college years and perceptions of the value of the educational experience." In his seminal work, *What Matters in College: Four Critical Years Revisited*, he found a direct association between student satisfaction and retention in college. In fact, the "strength of these associations and their prevalence across all measures suggest that one promising way to reduce an institution's dropout rate is to focus more attention on student satisfaction as an 'intermediate outcome'" (Astin, 1993, p. 278). Student satisfaction, then, is an important measure for guiding the institution in addressing retention issues. In addition, students spent a great deal of time and money on their education and are entitled to express how satisfied they are with the experience.

Prior research reports have addressed in the satisfaction of alumni (e.g., R.R. 96-01, R.R. 98-01) and of new freshmen (e.g., R.R. 97-01, R.R. 97-05). None of these reports, however, provided any external guidance on judging levels of satisfaction. If 68% say they're "very satisfied" or "satisfied" with a service, is that enough? Is that about average? Lacking benchmarks has made it more difficult to reach consensus on the meaning of the data.

This study, therefore, sought to bring both a broader and a more in-depth perspective to the issue of student satisfaction. Questions answered through the study included the following:

- How satisfied are BSU students in terms of the academic program, student services, the atmosphere on campus, social activities available to students, career services, and academic support services?

- How does student satisfaction with BSU programs and services compare to responses from students at other four-year public colleges?

- Does satisfaction differ depending on whether students are full- or part-time, how much they work off-campus, and what their plans are for next year (e.g., re-enrolling, stopping out, attending another college)?

The American College Testing (ACT) College Outcomes survey was used to compare responses of BSU students to a non-random national group of students who completed the survey at public four-year colleges (see Appendix A for a copy of the survey). This report utilized the 39 satisfaction items in section III of the survey. The items were grouped into seven areas: academic programs (11 items), student services (8 items), campus atmosphere (7 items), social activities (3 items), career services (3 items), academic support (6 items), and general satisfaction (1 item). Students were asked to rate these aspects of college life using a 1-5 scale where "5" was "very satisfied" and "1" was "very dissatisfied." Students who indicated that they could not rate the item were eliminated from the analysis of that item.

A total of 720 BSU students were surveyed in Fall 1996 through a random sampling of fall undergraduate classes. The national norm group consisted of the subset of 6,565 four-year public institution students from a total of 23,601 who were surveyed between January 1, 1993 and January 31, 1995. (A listing of all institutions included in the norm group can be found in Appendix B.)

Findings

BSU Student Satisfaction with Programs and Services

The areas where BSU students were most satisfied were all related to the academic program. They gave the highest ratings to the quality of instruction with 68% indicating they were satisfied or very satisfied and only 10% indicating that they were dissatisfied. The area rated second highest was quality of programs of instruction with 67% of students very satisfied or satisfied and only 12 % dissatisfied.

By mean response the top five areas were:

- Quality of instruction (mean=3.72)
- Quality of my program of study (mean=3.69)

- Faculty respect for students (mean=3.68)
- Library/learning resources center services (mean=3.64)
- Availability of faculty for office appointments (mean=3.58)

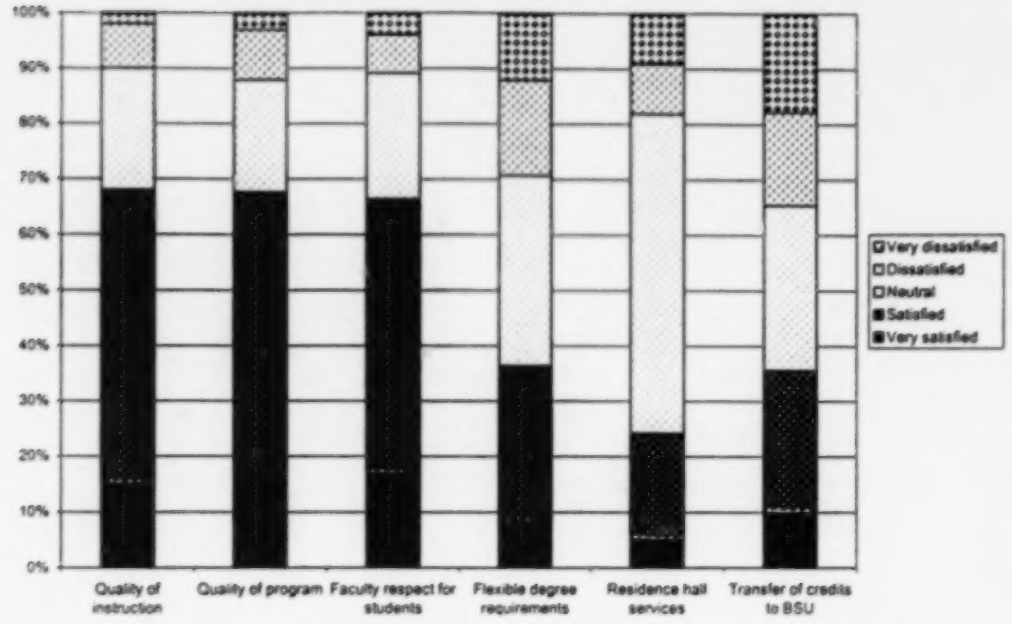
Identifying areas of greatest dissatisfaction was a little more difficult. Items which had lower mean satisfaction ratings could have been due to either a high percentage of neutral responses (which ranged as high as 69%) or the percentage who were actually dissatisfied with that aspect of college life. For example, the three areas which had the lowest mean ratings were transfer of course credits from other colleges (mean=2.92), flexible degree requirements (mean=3.03) and residence hall services and programs (mean=3.03). However, only 18% indicated that they were truly dissatisfied with residence halls compared to 29% for degree requirements and 35% for transfer of credits. Conversely, 57% indicated they were neutral about their satisfaction with residence halls, compared to 34% for degree requirements and 30% for transfer of credits.

Four areas stood out as the places where at least 25% of the students indicated they were dissatisfied. These areas were:

- Transfer of course credits from other colleges to this college (35% dissatisfaction, mean=2.92)
- Flexible degree requirements (29% dissatisfaction, mean=3.03)
- Financial aid services (27% dissatisfaction, mean=3.15)
- Concern for me as an individual (26% dissatisfaction, mean=3.22)

Figure 1 shows the response distribution for the three areas that had the highest and lowest means. Full details can be found in Table 1.

Figure 1. Areas of greatest & least satisfaction for BSU students



Thus, students were both most satisfied and least satisfied with aspects of their academic program. They liked the faculty and quality of instruction. However, they also viewed the institution as a fairly rigid and impersonal bureaucracy as noted by the lower satisfaction ratings associated with transfer of courses, degree requirements, and concern for the individual.

The service areas students were least satisfied with were residence hall life and financial aid. Many students, however, did not provide a satisfaction rating for a number of the service areas, choosing instead to leave it blank or mark it as not applicable. For example, compared to the number who responded to the item on quality of instruction (which everyone experienced), less than half provided ratings for residence hall services, veterans' services, language development services, or the campus AIDS education program. These services, therefore, were experienced by a much smaller segment of the student body.

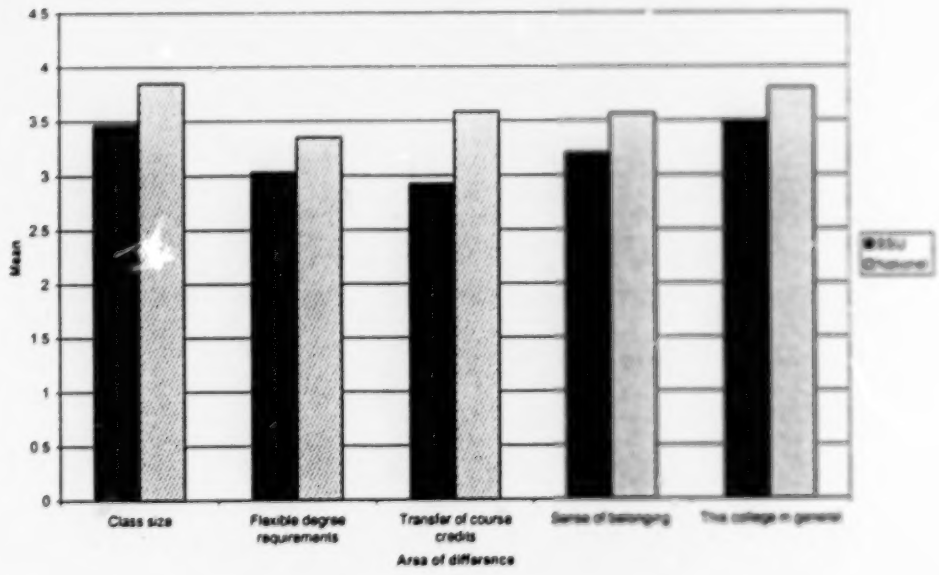
BSU Satisfaction Responses Compared to Other Four Year Public Universities

Using the criterion of a difference of 0.3 between the means[1], few differences were found between BSU student responses and those of students from a sampling of other four-year public institutions. Only five areas out of 39 showed differences this great or greater, and several of these had already been identified by BSU students as their areas of greatest dissatisfaction. The areas were:

- Class size
- Flexible degree requirements
- Transfer of course credits from other colleges to this college
- My sense of belonging on this campus
- This college in general

Figure 2 displays the differences between the two groups in these areas.

Figure 2. Satisfaction differences between BSU and National Group



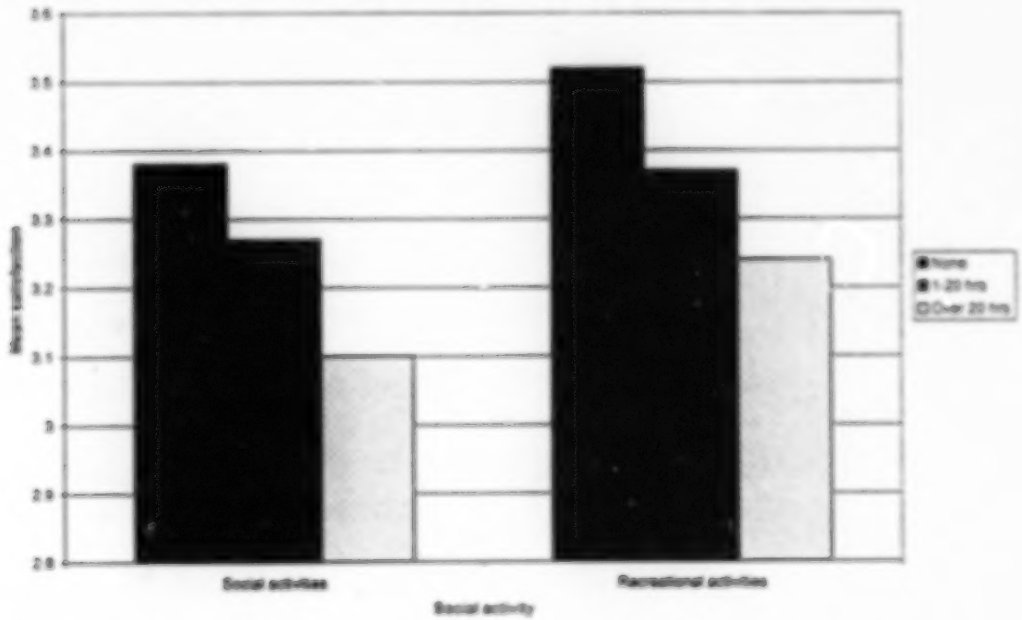
[1] The standard deviations for the items for the four-year public college group ranged from .84 to 1.19 with a strong majority falling around .90-.95. Thus, the difference was about a third of a standard deviation.

Satisfaction Differences[2] Based on Off-campus Employment

Students who worked off-campus more than 20 hours per week were generally less satisfied than students who didn't work at all. Students who worked some, but less than 20 hours per week, typically had responses that fell between the two extremes. Full details can be found in Table 2.

The social activities area showed significant differences on the largest percentage of items (2/3 or 66%). Students who didn't work off-campus were more satisfied with college social activities and recreational and intramural programs than students who worked more than 20 hours per week. See Figure 3 below.

Figure 3: Differences in satisfaction with social activities based on hours worked



In the student services areas, half the items (or four out of eight) were statistically significant. Differences were found for student mental health services, residence hall services/programs, student health/wellness services, and personal counseling services. Again, students who did not work off-campus were significantly more satisfied in each area than students who worked more than 20 hours per week.

[2] Differences were assessed using ANOVA and a .05 level of significance.

Slightly less than half the items (3 out of 7) were significant for campus atmosphere. Students who didn't work off-campus were more satisfied with freedom from harassment on campus, personal security/safety on campus, and the college's response to non-traditional students.

Relatively few significant differences were found for the academic areas. Two of the six academic support items were significant: language development services (ESL) and library/learning resource center service. For the 11 academic program items, significance was found for only two: class size and transfer of course credits. As usual, students who didn't work were most satisfied.

Given these differences by area, it was not surprising to find differences in ratings of general satisfaction. In this case, students who worked less than 20 hours or not at all were more satisfied than students who worked more than 20 hours.

The pattern of findings seems to indicate that students who work more than half time have the same academic experience but that they are less satisfied with student services and the atmosphere of the college. It is quite possible that this is due to the fact that many of these students are attending at night, perhaps at off-campus locations. In addition, these findings are somewhat reminiscent of a recent study of the college contribution to student growth which also used the ACT survey (see R.R. 99-01). In that case, students who worked more hours thought the college had contributed less to both their academic and social growth than students who worked fewer hours.

Satisfaction Differences Based on Credits Taken

Few differences were found depending upon whether the student was enrolled that semester as a full-time (12 or more credits) or part-time (less than 12 credits). Surprisingly, students who were part-time rated the quality of instruction higher than did full-time students. Full-time students were more satisfied with health/wellness services than part-time students were. Mean differences can be found in Table 3.

These lack of differences reflect the distinction between working and being a part-time student. Obviously, the two are not synonymous or the findings would have been more closely duplicated. In addition, because of the number of statistical tests run, the few significant differences found may have been simple flukes of the data rather than "true" differences.

Satisfaction Differences Based on Plans for Next Year

One would expect that students who continue to re-enroll would be more satisfied than students who leave the college. This was certainly Astin's (1993) finding based on actual patterns of departure. For this study, the hypothesis was tested by taking student responses to an item that asked them to indicate their plans for the next academic year and looking for differences in the 39 satisfaction items. Students indicated that their plans were one of the following:

- not to attend college (graduating)
- not to attend college (stopping out)
- to re-enroll in this college
- to attend another college
- undecided

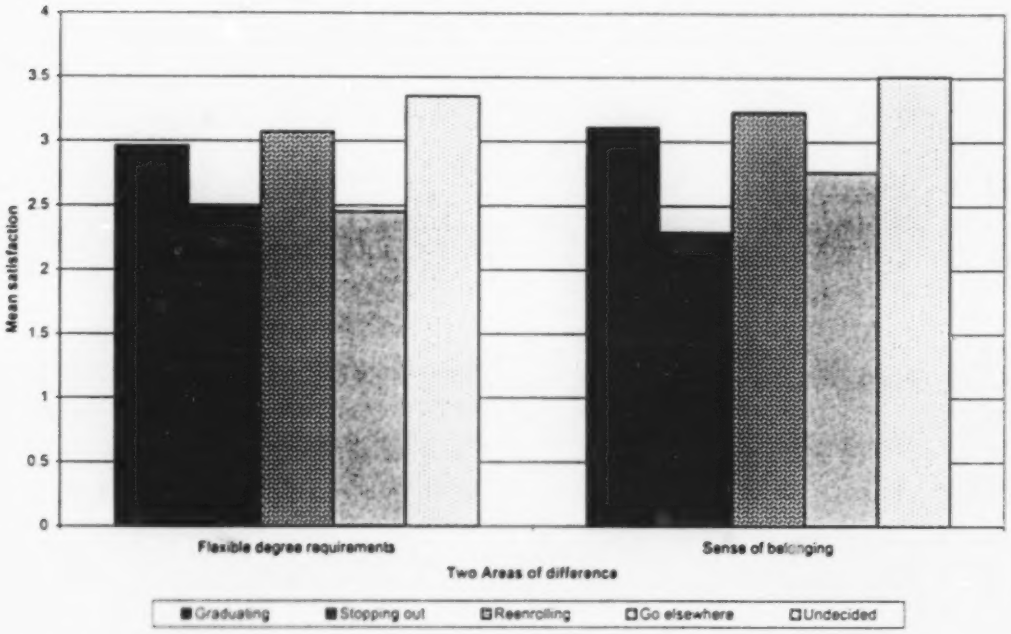
Though a large majority of respondents (79%) indicated that they planned to re-enroll at BSU, small numbers planned to graduate (7%), attend another college (6%), or stop out (2%). An additional 7% indicated that they were undecided about next year.

Only four statistically significant differences were found for the groups: two in the academic area and two in the campus atmosphere area (see Table 4). In the academic area, students who were graduating or were undecided about their plans were significantly more satisfied with their informal contact with faculty than students who were leaving, either because they planned to attend another institution or because they wanted to "stop-out". Students who planned to re-enroll fell in the middle and didn't differ significantly from the other groups.

In addition, students who were undecided about their plans were more satisfied with the flexibility of BSU's degree requirements than those who planned to leave. This time, graduates

and re-enrollees fell in the middle and didn't differ significantly from the other groups. See Figure 4 for details.

Figure 4. Satisfaction differences based on plans for next year



For campus atmosphere, two items were significant: satisfaction with a sense of belonging on campus and a campus atmosphere of understanding. Students who were planning to re-enroll or were undecided were more satisfied with a sense of belonging on campus than students who planned to stop out. Graduates and leavers who planned to attend another college didn't differ from any of the other groups. Despite an overall significance for the item on campus atmosphere of understanding, no mean differences among the groups could be found in follow-up comparisons.

These findings indicate that students who stop out and those who intend to transfer to another college are similar in their lack of satisfaction with some aspects of the campus. This dissatisfaction centers on a feeling of isolation (lack of informal contact with faculty and a feeling of not belonging) and bureaucracy. It should be noted, however, that these potential leavers generally were satisfied with a broad variety of services. Undecided students were

surprisingly positive about the college, often surpassing re-enrollees in their level of satisfaction. If these undecided students leave BSU, they probably will leave for reasons other than dissatisfaction with the college.

Summary and Discussion

The purpose of this study was to gain further insight into satisfaction of BSU students and to compare their satisfaction levels with those at other four-year public colleges. BSU students were both most and least satisfied with aspects of their academic program. They liked the faculty and quality of instruction. However, they also found the institution to be a fairly rigid bureaucracy as indicated by lower satisfaction ratings with transfer of courses, degree requirements, and concern for the individual.

Though BSU students had satisfaction ratings that generally fell below those obtained from other four-year college students, large differences were found for only five of the 39 areas covered: class size, flexible degree requirements, transfer of course credits to the college, sense of belonging, and satisfaction with the college in general. These differences may be real. Alternatively, they may be due to differences in the institutions represented or the students surveyed.

Some of the institutions included in the four-year sample were similar in size or larger than Boise State (e.g., University of Arkansas, Michigan State, Winona State). However, a number of others were smaller and included an over-representation of Missouri public colleges. It is difficult to know how similar BSU was to the other colleges included in the four-year public group and the extent to which institutional demographics influenced responses.

In addition, the students in the national sample were closer to the completion of their degrees. Presumably, because they had stayed at the institution longer, they may have represented a more satisfied group of students than the many freshmen included in the BSU survey. BSU students also were more likely to be working, avoid student organizations and events, and be in-state residents—all characteristics which Astin (1993) associated with less general satisfaction with the college experience.

Indeed, Boise State students' satisfaction varied greatly depending upon the amount of time they spent working off-campus. In particular, students who worked more than 20 hours per week were less satisfied with many of the social activities and student services areas. Students who worked more hours were also less satisfied with the campus environment, specifically freedom from harassment on campus, personal security/safety on campus, and the college's response to non-traditional students. Few differences were found, however, for the academic area including both programs and services.

Though Astin (1993) found satisfaction was a good predictor of retention, the relationship was not as strong when BSU students were asked about their future schooling plans. Still, the results were intriguing. Students who indicated they planned to "stop out" next year or to attend another institution were less satisfied with their informal contact with faculty and the flexibility of BSU's degree requirements. Students who planned to stop out also were less satisfied with their feeling of belonging on campus. These are signs that students who may end up leaving BSU are less engaged in campus life and actually may be experiencing frustration in fulfilling their degree requirements.

Taken as a whole, these results indicate that BSU is fairly typical of other four-year public institutions in terms of student satisfaction. When dissatisfaction surfaces, it seems to come from students who are trying to juggle large workloads with school and is reflected in student services and the campus environment in general. Students who indicate they might leave could probably be helped by more personal attention both from faculty and from those who could guide them through fulfilling their degree requirements.

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Table 1.

Comparison of BSU and Four-Year Public College Students on Satisfaction with College

Question	Institution	Mean Response	(5) Very Satisfied	(4) Satisfied	(3) Neutral	(2) Dissatisfied	(1) Very Dissatisfied	Number of Responses
Academic Programs								
1. Faculty respect for students	*BSU*	3.68	17%	50%	23%	7%	4%	622
	Public 4-Year	3.70	16%	53%	19%	9%	3%	6313
2. Quality of instruction	*BSU*	3.72	15%	53%	22%	8%	2%	626
	Public 4-Year	3.74	14%	57%	20%	8%	2%	6311
3. Availability of faculty for office appointments	*BSU*	3.58	15%	45%	24%	12%	3%	611
	Public 4-Year	3.74	19%	49%	21%	9%	2%	6240
4. Concern for me as an individual	*BSU*	3.22	10%	35%	29%	18%	8%	615
	Public 4-Year	3.49	15%	40%	29%	12%	4%	6259
5. Informal contact with faculty in non-academic settings	*BSU*	3.23	9%	27%	46%	12%	6%	509
	Public 4-Year	3.44	13%	35%	38%	10%	3%	5567
6. Quality of my program of study	*BSU*	3.69	17%	50%	20%	9%	3%	611
	Public 4-Year	3.89	25%	50%	16%	7%	2%	6261
7. Quality of academic advising	*BSU*	3.45	20%	37%	21%	14%	9%	605
	Public 4-Year	3.40	18%	36%	22%	15%	9%	6226
8 Class size	*BSU*	3.47	12%	44%	29%	10%	5%	623
	Public 4-Year	3.85	21%	52%	19%	6%	2%	6274
9. Flexible degree requirements	*BSU*	3.03	8%	28%	34%	17%	12%	594
	Public 4-Year	3.35	12%	38%	30%	14%	6%	6068
10. Transfer of course credits from other colleges to this college	*BSU*	2.92	10%	26%	30%	17%	18%	388
	Public 4-Year	3.58	19%	42%	23%	10%	6%	4638
11. Variety of courses offered	*BSU*	3.30	10%	38%	30%	17%	6%	572
	Public 4-Year	3.50	13%	47%	22%	13%	5%	6235
Academic Support								
12. Language development services for students whose first language is not English.	*BSU*	3.09	4%	16%	69%	5%	5%	225
	Public 4-Year	3.21	7%	23%	59%	6%	5%	2161
13. New student orientation services	*BSU*	3.35	11%	34%	41%	8%	7%	426
	Public 4-Year	3.46	11%	41%	34%	9%	4%	5089
14. New student placement in reading/writing, math courses	*BSU*	3.23	6%	31%	49%	8%	6%	397
	Public 4-Year	3.34	8%	36%	43%	9%	4%	4254

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Comparison of BSU and Four-Year Public College Students on Satisfaction with College

Question	Institution	Mean Response	(5) Very Satisfied	(4) Satisfied	(3) Neutral	(2) Dissatisfied	(1) Very Dissatisfied	Number of Responses
15. Student access to computer facilities and services	*BSU*	3.52	13%	44%	29%	10%	4%	530
	Public 4-Year	3.61	18%	46%	21%	11%	5%	5905
16. Developmental, remedial, and tutorial services, including writing labs, math labs	*BSU*	3.35	8%	37%	40%	10%	5%	414
	Public 4-Year	3.56	14%	41%	34%	7%	3%	4342
17. Library/learning resources center services	*BSU*	3.64	15%	46%	30%	5%	4%	555
	Public 4-Year	3.60	17%	47%	21%	10%	5%	6069
Student Services								
18. Services for victims of crime and harassment	*BSU*	3.18	7%	23%	57%	8%	5%	329
	Public 4-Year	3.23	7%	28%	50%	9%	5%	3428
19. Student mental health services	*BSU*	3.25	7%	25%	58%	8%	3%	337
	Public 4-Year	3.29	8%	29%	50%	8%	4%	3205
20. Residence hall services and programs	*BSU*	3.03	5%	19%	57%	9%	9%	298
	Public 4-Year	3.22	7%	33%	40%	12%	7%	4053
21. Veterans services	*BSU*	3.17	7%	20%	61%	7%	5%	259
	Public 4-Year	3.24	8%	21%	62%	5%	4%	2239
22. Student health/wellness services	*BSU*	3.40	9%	38%	40%	9%	4%	393
	Public 4-Year	3.38	10%	38%	37%	10%	5%	4596
23. Campus AIDS education program	*BSU*	3.05	7%	17%	59%	10%	8%	290
	Public 4-Year	3.09	6%	25%	49%	12%	8%	3494
24. Personal counseling services (e.g., resolving personal problems)	*BSU*	3.25	9%	26%	51%	8%	6%	345
	Public 4-Year	3.29	10%	31%	44%	10%	6%	3519
25. Financial aid services	*BSU*	3.15	11%	33%	29%	14%	13%	493
	Public 4-Year	3.16	11%	34%	27%	16%	12%	4997
Campus Atmosphere								
26. My sense of belonging on this campus	*BSU*	3.20	11%	29%	38%	14%	9%	606
	Public 4-Year	3.56	16%	42%	30%	9%	4%	6184
27. Freedom from harassment on campus	*BSU*	3.31	11%	27%	50%	7%	5%	380
	Public 4-Year	3.42	10%	38%	40%	8%	4%	4547
28. Personal security/safety on campus	*BSU*	3.37	9%	36%	41%	9%	4%	466
	Public 4-Year	3.56	12%	48%	28%	9%	4%	5520

Table 1.

Comparison of BSU and Four-Year Public College Students on Satisfaction with College

Question	Institution	Mean Response	(5) Very Satisfied	(4) Satisfied	(3) Neutral	(2) Dissatisfied	(1) Very Dissatisfied	Number of Responses
29. College response to nontraditional students (e.g., older, part-time)	*BSU*	3.49	16%	36%	33%	10%	5%	473
	Public 4-Year	3.58	14%	44%	31%	7%	4%	4722
30. Rules governing student conduct	*BSU*	3.34	6%	35%	48%	8%	3%	471
	Public 4-Year	3.45	8%	44%	37%	8%	3%	5601
31. College response to students with special needs (e.g., disabled, handicapped)	*BSU*	3.51	12%	36%	45%	6%	2%	368
	Public 4-Year	3.49	11%	43%	33%	9%	4%	4187
32. Campus atmosphere of ethnic, political, and religious understanding	*BSU*	3.23	8%	29%	45%	13%	5%	483
	Public 4-Year	3.35	8%	39%	39%	11%	4%	5541
Social Activities								
33. College social activities	*BSU*	3.24	9%	29%	46%	9%	7%	450
	Public 4-Year	3.40	10%	41%	34%	11%	5%	5453
34. Opportunities for involvement in campus activities	*BSU*	3.25	9%	31%	43%	11%	6%	469
	Public 4-Year	3.54	13%	43%	31%	9%	4%	5641
35. Recreational and intramural programs	*BSU*	3.38	8%	37%	44%	8%	3%	393
	Public 4-Year	3.65	15%	46%	30%	6%	3%	4981
Career Services								
36. Career planning services	*BSU*	3.23	7%	30%	48%	10%	6%	444
	Public 4-Year	3.37	11%	39%	32%	11%	6%	5279
37. Practical work experiences offered in areas related to my major	*BSU*	3.10	6%	29%	41%	17%	7%	451
	Public 4-Year	3.20	11%	32%	31%	17%	9%	5157
38. Job placement services (e.g., opportunities to link with employers)	*BSU*	3.05	6%	23%	48%	14%	9%	389
	Public 4-Year	3.17	10%	32%	35%	14%	10%	4691
General Satisfaction								
39. This college in general	*BSU*	3.49	10%	49%	26%	10%	5%	594
	Public 4-Year	3.80	19%	54%	19%	6%	2%	6269

c:\mydocuments\data\excel\outcomes\satisfaction items

Table 2. Satisfaction differences based on hours worked off-campus

Area:	Item:	Hours worked:	Mean	N in group
Social Activities	College social activities	None	3.38	184
		1-20	3.27	72
		Over 20	3.10	126
	Recreational and intramural activities	None	3.52	165
		1-20	3.37	57
		Over 20	3.24	108
Student Services	Student mental health services	None	3.43	140
		1-20	3.14	50
		Over 20	3.02	92
	Residence hall services/programs	None	3.14	124
		1-20	3.10	41
		Over 20	2.76	85
	Student health/wellness services	None	3.51	169
		1-20	3.53	169
		Over 20	3.19	109
	Personal counseling services	None	3.47	140
		1-20	3.27	52
		Over 20	3.04	98
Campus Atmosphere	Freedom from harassment on campus	None	3.48	164
		1-20	3.36	58
		Over 20	3.10	101
	Personal security/safety on campus	None	3.51	198
		1-20	3.40	73
		Over 20	3.21	124
	College response to nontraditional students (e.g., older, part-time)	None	3.64	195
		1-20	3.61	72
		Over 20	3.27	134
Academic Support	Language development services for students whose first language is not English	None	3.24	88
		1-20	3.13	32
		Over 20	2.92	61
	Library/learning resource center service	None	3.76	229
		1-20	3.70	88
		Over 20	3.49	157
Academic Program	Class size	None	3.59	268
		1-20	3.55	92
		Over 20	3.30	173
	Transfer of course credits from other colleges to this college	None	3.16	161
		1-20	2.78	55
		Over 20	2.71	113
General	This college in general	None	3.56	252
		1-20	3.67	89
		Over 20	3.32	168

Table 3. Differences in satisfaction based on full- or part-time status

	Full-time students		Part-time students	
Item:	Mean	N in group	Mean	N in group
Quality of instruction	3.66	393	3.87	158
Student health/wellness services	3.47	263	3.21	86

Table 4. Differences in satisfaction based on plans for next year

Item:	Group:	Mean	N in Group
Informal contact with faculty in non-academic settings	Plan not to attend (graduating)	3.49	41
	Plan not to attend (stopping out)	2.78	9
	Plan to re-enroll in this college	3.25	377
	Plan to attend another college	2.81	16
	Undecided	3.55	29
Flexible degree requirements	Plan not to attend (graduating)	2.96	45
	Plan not to attend (stopping out)	2.50	6
	Plan to re-enroll in this college	3.07	438
	Plan to attend another college	2.45	22
	Undecided	3.35	34
My sense of belonging on this campus	Plan not to attend (graduating)	3.11	45
	Plan not to attend (stopping out)	2.29	7
	Plan to re-enroll in this college	3.23	447
	Plan to attend another college	2.76	21
	Undecided	3.51	37
Campus atmosphere of ethnic, political, and religious understanding	Plan not to attend (graduating)	2.82	33
	Plan not to attend (stopping out)	3.50	4
	Plan to re-enroll in this college	3.23	360
	Plan to attend another college	3.20	15
	Undecided	3.61	33

Appendix A

COLLEGE OUTCOMES SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept confidential. Your name, while collected for research purposes, will not be individually listed on any report. If any item requests information that you do not wish to provide, feel free to omit it.

Please use a soft-lead (No. 1 or 2) pencil to fill in ovals indicating your responses. If an item does not apply to you, mark "Not applicable." To change a response, erase your first mark completely and mark the correct response.

PAGE 1

USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by printing your name in the boxes in Block A. Next, write numbers in Blocks B through E and blacken the appropriate oval in the column below each box. Complete remaining blocks by selecting an appropriate response for each item.

A Your Name

Last Name | First Name | MI

B Social Security Number (Identification Number)

C Birth Date

Month: Jan, Feb, March, April, May, June, July, Aug, Sept, Oct, Nov, Dec

Day | Year

D Major and Occupational Choice

Use the enclosed list of college majors and occupational choices to select the 3-digit code that best describes your current **major area of study** and your **occupational choice.** If you have more than one current area of study, select the **one** that best describes your major educational program.

Major Area of Study | Occupational Choice

E Credit Hours

Write the numbers in the boxes. Use leading zeros where necessary (e.g., 009 for 9 credits). Then blacken the appropriate ovals.

Credit Hours For Which You Are Now Enrolled | Credit Hours Earned Here Before This Term | Credit Hours Accepted Here In Transfer

F Sex

() Male
() Female

G Are you of Hispanic/Latino ethnicity? (Select One)

() No
() Yes, Mexican, Mexican-American, Chicano
() Yes, Puerto Rican
() Yes, Cuban, Cuban-American
() Yes, Other Hispanic/Latino

H Which race do you consider yourself to be?

() American Indian or Alaskan Native
() Asian or Pacific Islander
() Black
() White
() Multiracial _____
() Other or Race Unknown

I Citizenship and Residence

() U.S. Citizen - In-State Student
() U.S. Citizen - Out-of-State Student
() Resident Alien/Immigrant
() Non-resident Alien/Non-immigrant

J In which language do you communicate best?

() English
() Spanish
() An Asian Language
() Other _____

K Indicate your plans for the next academic year.

() Plan NOT to Attend College (Graduating)
() Plan NOT to Attend (Stopping Out)
() Plan to Re-enroll in this College
() Plan to Attend Another College
() Undecided

L Educational Achievements and Goals (Mark *ONE* oval in *EACH* column.)

Highest Degree You Have **Already Received**
Degree You Are **Now Pursuing** at this College
Highest Goal You **Now** Intend to Pursue in Your Lifetime
Highest Goal You Had **When You First Enrolled Here**

Highest Educational Attainment of *Parents* (or Guardians)

Background	Lifetime Goal		Father	Mother
()	()	Some High School or Less	()	()
()	()	High School Diploma or GED Certificate	()	()
()	()	Some College, No Degree/Certificate	()	()
()	()	Vocational/Technical Degree/Certificate	()	()
()	()	Associate Degree	()	()
()	()	Bachelor's Degree	()	()
()	()	Master's Degree (MS, MA, MHA)	()	()
()	()	Doctorate/Professional Degree (PhD, MD, EdD, JD)	()	()

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M Responsibilities and Time Allocations

Indicate the number of hours *per week* you currently spend on each type of activity listed below.

0	1-5	6-10	11-15	16-20	21-30	31+	
()	()	()	()	()	()	()	Course-Related Activities (e.g., Class, Studying, Lab)
()	()	()	()	()	()	()	Other Learning Experiences (e.g., Internship, Practicum)
()	()	()	()	()	()	()	College Clubs, Organizations (Political, Social, Religious)
()	()	()	()	()	()	()	College-Sponsored Events (e.g., Plays, Exhibits, Sports)
()	()	()	()	()	()	()	On-Campus Paid Employment Related to Major
()	()	()	()	()	()	()	On-Campus Paid Employment Not Related to Major
()	()	()	()	()	()	()	Off-Campus Paid Employment Related to Major
()	()	()	()	()	()	()	Off-Campus Paid Employment Not Related to Major
()	()	()	()	()	()	()	Care of Family (e.g., Spouse, Child, Relative)
()	()	()	()	()	()	()	Off-Campus Community Services (e.g., Religious, Civic)
()	()	()	()	()	()	()	Off-Campus Cultural Events (e.g., Theater, Music, Exhibits)

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SECTION II—COLLEGE OUTCOMES

IMPORTANCE: Indicate to the LEFT of each item how **important** it is to you to attain that outcome (regardless of the amount of progress you have made toward attaining it).

PROGRESS: Indicate to the RIGHT of each item how much **progress** you have made **at this college** toward attainment of that outcome (regardless of its importance to you).

A

IMPORTANCE: VERY GREAT	GREAT	MODERATE (Average)	LITTLE	NONE		PROGRESS: VERY MUCH	MUCH	MODERATE (Average)	LITTLE	NONE
○	○	○	○	○	1. Drawing conclusions after weighing evidence, facts, and ideas	○	○	○	○	○
○	○	○	○	○	2. Developing problem-solving skills	○	○	○	○	○
○	○	○	○	○	3. Learning to think and reason	○	○	○	○	○
○	○	○	○	○	4. Locating, screening, and organizing information	○	○	○	○	○
○	○	○	○	○	5. Thinking objectively about beliefs, attitudes, and values	○	○	○	○	○
○	○	○	○	○	6. Developing my creativity, generating original ideas and products	○	○	○	○	○
○	○	○	○	○	7. Improving my writing skills	○	○	○	○	○
○	○	○	○	○	8. Reading with greater speed and better comprehension	○	○	○	○	○
○	○	○	○	○	9. Speaking more effectively	○	○	○	○	○
○	○	○	○	○	10. Further developing my study skills	○	○	○	○	○
○	○	○	○	○	11. Listening to and understanding what others say	○	○	○	○	○
○	○	○	○	○	12. Learning to formulate and re-shape my lifetime goals	○	○	○	○	○
○	○	○	○	○	13. Developing openness to new ideas and practices	○	○	○	○	○

IMPORTANCE: VERY GREAT	GREAT	MODERATE (Average)	LITTLE	NONE		PROGRESS: VERY MUCH	MUCH	MODERATE (Average)	LITTLE	NONE
○	○	○	○	○	14. Acquiring knowledge and skills needed for a career	○	○	○	○	○
○	○	○	○	○	15. Becoming competent in my major	○	○	○	○	○
○	○	○	○	○	16. Appreciating the fine arts, music, literature, and the humanities	○	○	○	○	○
○	○	○	○	○	17. Broadening my intellectual interests	○	○	○	○	○
○	○	○	○	○	18. Discovering productive and rewarding uses of my talents and leisure time	○	○	○	○	○
○	○	○	○	○	19. Learning principles for improving physical and mental health	○	○	○	○	○
○	○	○	○	○	20. Developing effective job-seeking skills (e.g., interviewing, resume construction)	○	○	○	○	○
○	○	○	○	○	21. Learning about career options	○	○	○	○	○
○	○	○	○	○	22. Applying scientific knowledge and skills	○	○	○	○	○
○	○	○	○	○	23. Learning principles for conserving and improving the global environment	○	○	○	○	○
○	○	○	○	○	24. Effectively using technology (e.g., computers, high-tech equipment)	○	○	○	○	○
○	○	○	○	○	25. Learning about the role of science and technology in society	○	○	○	○	○
○	○	○	○	○	26. Understanding and applying math concepts and statistical reasoning	○	○	○	○	○

B Indicate your views of required courses *OUTSIDE* your major.

Strongly Agree
Agree
Neutral, Neither Agree nor Disagree
Disagree
Strongly Disagree
Not Applicable to Me

						Required Courses *outside* my area of specialization helped me . . .
○	○	○	○	○	○	think about my major in the context of a larger world view
○	○	○	○	○	○	develop as a "whole person"
○	○	○	○	○	○	appreciate great works of literature, philosophy, and art
○	○	○	○	○	○	broaden my awareness of diversity among people, their values and cultures
○	○	○	○	○	○	increase my knowledge of the earth and its physical and biological resources
○	○	○	○	○	○	build a framework to organize my learning *within and across* areas of study
○	○	○	○	○	○	become a more independent and self-directed learner

C Indicate the extent to which you agree with the following statements about this college.

Strongly Agree
Agree
Neutral, Neither Agree nor Disagree
Disagree
Strongly Disagree

○	○	○	○	○	1. This college has helped me meet the goals I came here to achieve
○	○	○	○	○	2. If choosing a college I would choose this one
○	○	○	○	○	3. My experiences here have equipped me to deal with possible career changes
○	○	○	○	○	4. I would recommend this college to others
○	○	○	○	○	5. This college is equally supportive of women and men
○	○	○	○	○	6. My experiences here have helped motivate me to make something of my life
○	○	○	○	○	7. This college is equally supportive of all racial/ethnic groups
○	○	○	○	○	8. I am proud of my accomplishments at this college
○	○	○	○	○	9. This college welcomes and uses feedback from students to improve the college

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MAKE NO STRAY MARKS ON THIS FORM

SECTION II CONTINUED

Your personal growth since entering this college can be attributed to many factors, some of which may NOT be related to your experiences at this college.

PERSONAL GROWTH: Indicate to the LEFT of each item the extent of your **growth** since entering this college (regardless of the extent of the contribution made by your experiences at this college).

COLLEGE CONTRIBUTION: Indicate to the RIGHT of each item the extent of the **college's contribution** (i.e., your college experiences both in and out of class) to your growth (regardless of the extent of your personal growth in a given area).

D

PERSONAL GROWTH: VERY MUCH	MUCH	MODERATE (Average)	LITTLE	NONE	NOT A GOAL OF MINE		COLLEGE CONTRIBUTION: VERY GREAT	GREAT	MODERATE (Average)	LITTLE	NONE	NOT APPLICABLE
○	○	○	○	○	○	1. Becoming an effective team or group member	○	○	○	○	○	○
○	○	○	○	○	○	2. Becoming more willing to consider opposing points of view	○	○	○	○	○	○
○	○	○	○	○	○	3. Interacting well with people from cultures other than my own	○	○	○	○	○	○
○	○	○	○	○	○	4. Improving my ability to relate to others	○	○	○	○	○	○
○	○	○	○	○	○	5. Preparing to cope with changes as they occur (e.g., in career, relationships, lifestyle)	○	○	○	○	○	○
○	○	○	○	○	○	6. Developing leadership skills	○	○	○	○	○	○
○	○	○	○	○	○	7. Actively participating in volunteer work to support worthwhile causes	○	○	○	○	○	○
○	○	○	○	○	○	8. Learning to be adaptable, tolerant, and willing to negotiate	○	○	○	○	○	○
○	○	○	○	○	○	9. Seeking and conveying the spirit of truth	○	○	○	○	○	○
○	○	○	○	○	○	10. Becoming more aware of global and international issues/events	○	○	○	○	○	○
○	○	○	○	○	○	11. Preparing myself to participate effectively in the electoral process	○	○	○	○	○	○
○	○	○	○	○	○	12. Becoming more aware of local and national political and social issues	○	○	○	○	○	○
○	○	○	○	○	○	13. Gaining insight into human nature through the study of literature, history, and the arts	○	○	○	○	○	○
○	○	○	○	○	○	14. Recognizing my rights, responsibilities, and privileges as a citizen	○	○	○	○	○	○
○	○	○	○	○	○	15. Becoming sensitive to moral injustices and ways of avoiding or correcting them	○	○	○	○	○	○
○	○	○	○	○	○	16. Understanding religious values that differ from my own	○	○	○	○	○	○
○	○	○	○	○	○	17. Taking responsibility for my own behavior	○	○	○	○	○	○
○	○	○	○	○	○	18. Learning how to become a more responsible [illegible] member	○	○	○	○	○	○

PERSONAL GROWTH: VERY MUCH	MUCH	MODERATE (Average)	LITTLE	NONE	NOT A GOAL OF MINE		COLLEGE CONTRIBUTION: VERY GREAT	GREAT	MODERATE (Average)	LITTLE	NONE	NOT APPLICABLE
○	○	○	○	○	○	19. Clarifying my personal values	○	○	○	○	○	○
○	○	○	○	○	○	20. Developing a sense of purpose, value, and meaning for my life	○	○	○	○	○	○
○	○	○	○	○	○	21. Learning how to manage finances (personal, family, or business)	○	○	○	○	○	○
○	○	○	○	○	○	22. Dealing fairly with a wide range of people	○	○	○	○	○	○
○	○	○	○	○	○	23. Developing moral principles to guide my actions and decisions	○	○	○	○	○	○
○	○	○	○	○	○	24. Acquiring appropriate social skills for use in various situations	○	○	○	○	○	○
○	○	○	○	○	○	25. Becoming academically competent	○	○	○	○	○	○
○	○	○	○	○	○	26. Developing productive work relationships with both men and women	○	○	○	○	○	○
○	○	○	○	○	○	27. Increasing my intellectual curiosity	○	○	○	○	○	○
○	○	○	○	○	○	28. Setting long-term or "life" goals	○	○	○	○	○	○
○	○	○	○	○	○	29. Constructively expressing both emotions and ideas	○	○	○	○	○	○
○	○	○	○	○	○	30. Understanding myself, my talents, and my interests	○	○	○	○	○	○
○	○	○	○	○	○	31. Developing self-confidence	○	○	○	○	○	○
○	○	○	○	○	○	32. Becoming more willing to change and learn new things	○	○	○	○	○	○
○	○	○	○	○	○	33. Developing my religious values	○	○	○	○	○	○
○	○	○	○	○	○	34. Improving my ability to stay with projects until they are finished	○	○	○	○	○	○
○	○	○	○	○	○	35. Becoming a more effective member in a multicultural society	○	○	○	○	○	○
○	○	○	○	○	○	36. Acquiring a well-rounded General Education	○	○	○	○	○	○

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SECTION III—SATISFACTION WITH GIVEN ASPECTS OF THIS COLLEGE

Indicate your level of satisfaction with each of the following.

Very Satisfied	Satisfied	Neutral, Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	No Rating Possible; Not Applicable; Not Able to Judge	
0	0	0	0	0	0	1 Faculty respect for students
0	0	0	0	0	0	2 Quality of instruction
0	0	0	0	0	0	3 Availability of faculty for office appointments
0	0	0	0	0	0	4 Concern for me as an individual
0	0	0	0	0	0	5 Informal contact with faculty in non-academic settings
0	0	0	0	0	0	6 Quality of my program of study
0	0	0	0	0	0	7 Quality of academic advising
0	0	0	0	0	0	8 My sense of belonging on this campus
0	0	0	0	0	0	9 Class size
0	0	0	0	0	0	10 Flexible degree requirements
0	0	0	0	0	0	11 Services for victims of crime and harassment
0	0	0	0	0	0	12 Student mental health services
0	0	0	0	0	0	13 Residence hall services and programs
0	0	0	0	0	0	14 Veterans services
0	0	0	0	0	0	15 Language development services for students whose first language is NOT English
0	0	0	0	0	0	16 Student health/wellness services
0	0	0	0	0	0	17 Campus AIDS education program
0	0	0	0	0	0	18 Freedom from harassment on campus
0	0	0	0	0	0	19 Personal security/safety on campus
0	0	0	0	0	0	20 College response to nontraditional students (e.g., older, part time)
0	0	0	0	0	0	21 Rules governing student conduct
0	0	0	0	0	0	22 College response to students with special needs (e.g., disabled, handicapped)
0	0	0	0	0	0	23 Campus atmosphere of ethnic, political, and religious understanding
0	0	0	0	0	0	24 College social activities
0	0	0	0	0	0	25 Opportunities for involvement in campus activities
0	0	0	0	0	0	26 Recreational and intramural programs
0	0	0	0	0	0	27 Career planning services
0	0	0	0	0	0	28 Practical work experiences offered in areas related to my major
0	0	0	0	0	0	29 Job placement services (e.g., opportunities to link with employers)
0	0	0	0	0	0	30 Personal counseling services (e.g., resolving personal problems)
0	0	0	0	0	0	31 New student orientation services
0	0	0	0	0	0	32 Financial aid services
0	0	0	0	0	0	33 New student placement in reading/writing, math courses
0	0	0	0	0	0	34 Student access to computer facilities and services
0	0	0	0	0	0	35 Developmental, remedial, and tutorial services, including writing labs, math labs
0	0	0	0	0	0	36 Library/learning resources center services
0	0	0	0	0	0	37 Transfer of course credits from other colleges to this college
0	0	0	0	0	0	38 Variety of courses offered
0	0	0	0	0	0	39 This college in general

SECTION IV— YOUR EXPERIENCES AT THIS COLLEGE

A How large a contribution do you feel your educational experiences at this college have made to your growth and preparation in each of the following areas?

Campus Contribution to Your Growth/Preparation					
Very Great	Great	Moderate	Little	None	
0	0	0	0	0	Intellectual Growth (Acquiring Knowledge, Skills, Ideas, Concepts, Analytical Thinking)
0	0	0	0	0	Personal Growth (Developing Self-Understanding, Self-Discipline, and Mature Attitudes, Values, and Goals)
0	0	0	0	0	Social Growth (Understanding Others and Their Views, Adapting Successfully to a Variety of Social Situations)
0	0	0	0	0	Preparation for Further Study
0	0	0	0	0	Preparation for Career

B Indicate your cumulative college grade average.

- ( ) A- to A (3.50-4.00)
- ( ) B to A- (3.00-3.49)
- ( ) B- to B (2.50-2.99)
- ( ) C to B- (2.00-2.49)
- ( ) C- to C (1.50-1.99)
- ( ) D to C- (1.00-1.49)
- ( ) Below D (0.00-0.99)
- ( ) Does Not Apply

SECTION V—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)
(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)
(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)	(e)
(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)
(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)	(g)
(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)	(h)
(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)	(i)
(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)	(j)
(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)	(k)

SECTION VI—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.

BEST COPY AVAILABLE